

Pastoral Lead

(Responsible for attendance - Deputy DSL)

Job Purpose

To provide effective pastoral support for vulnerable pupils with complex learning needs.

Reporting to: Head Teacher

SUMMARY OF RESPONSIBILITIES AND PERSONAL DUTIES:

PRINCIPAL RESPONSIBILITIES:

- Work alongside the Head Teacher, Safeguarding team and school staff to identify pupils in need of pastoral support.
- Work directly with the pupils and their families to establish and implement a Pastoral Support Plan.
- Monitor and review Pastoral Support Plans and report on progress to the Head Teacher on a regular basis.
- Establish and maintain supportive relationships with staff and parents with the clear aim of providing the most appropriate support for identified pupils.
- Ensure that all children attend school regularly across all year groups and that persistent absence from school is challenged. Accurate recording and analysing of data and accurate reporting of data to relevant staff, leadership and external agencies
- Instigate, chair and/or attend relevant meetings to ensure that parents, school and external agencies are working effectively and in partnership in the best interests of the child.
- Maintain records to demonstrate positive impact of pastoral support provided

Safeguarding:

- Be a Deputy DSL
- Leading Early Help meetings and managing confidential records
- Liaising with external agencies on Children in Need and Child Protection cases
- Attendance at key meetings (e.g. Core groups, CIN)
- Part of school Safeguarding Team
- Liaising with parents/carers (often in very sensitive cases)

Welfare

- Liaising with Admin staff to promote excellent attendance rates for vulnerable pupils
- Undertaking Safe and Well checks, reporting to CME
- Providing 1:1 support for identified pupils
- Liaising with parents/carers about support needed for pupil and/or parent (signposting external support as appropriate)
- Planning and delivering small group interventions
- Supporting pupils in class where necessary under the direction of the Class Teacher/Senior Leadership Team
- Supporting pupils new to the school to ensure a smooth transition
- Supporting vulnerable pupils in the transition to secondary school

- Supporting the class teachers in providing an enhanced transition for vulnerable pupils between year groups

Curriculum

- Deliver interventions where needed to support successful academic, social and emotional development.
- Delivering Mental Health aspects of the PSHE curriculum in collaboration with Class Teachers
- Delivering Mental Health assemblies and class sessions
- Lead on Pupil Safeguarding Group to ensure pupil voice is heard and acted upon

Disadvantaged

- Supporting the Head Teacher in provision for disadvantaged pupils including Looked After Children
- Co-ordinating Pupil Education Plans in collaboration with relevant Virtual Head and Local Authority

Raising awareness:

- Ensure the Academy safeguarding/child protection policies are known, understood and used appropriately;
- Ensure the Academy staff are trained well and understands the importance of good safeguarding practice
- Referrals about suspected abuse or neglect may be made and the role of the Academy in this; and link with the Local Safeguarding Board to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Ensure that staff feels listened to, safe and able to challenge DSLs' decision at all times for the benefit of keeping our learners safe
- Ensure that updates are sent on various areas of pastoral care
- Ensure that families are aware of our processes and have the opportunity to access external and internal support under early help and beyond

Links with colleagues

- Key part of Safeguarding Team
- Liaison with Admin team
- Mental Health and Wellbeing Leader
- Liaising with Senior Leadership & Class Teaching staff, to ensure vulnerable pupils are well provided for

The duties are neither exclusive nor exhaustive and the post holder may be required by the Headteachers to carry out appropriate, reasonable additional duties, including supporting other Professional Support Staff teams, within the context of the job, skills and grade.

PERSON SPECIFICATION

Pastoral Manager

Experience	<ul style="list-style-type: none"> • Successful recent experience working in a school • Experience of working with children and young people with Special Educational Needs • Working effectively as part of a team 	
Qualifications	Essential <ul style="list-style-type: none"> • Educated to NVQ Level 2 or equivalent in English and Mathematics • Competence with IT programs such as Word, Excel and Powerpoint 	Desirable: <ul style="list-style-type: none"> • DSL qualified
Knowledge, Skills & Aptitudes	<ul style="list-style-type: none"> • Ability to exchange verbal information clearly and sensitively • Ability to negotiate effectively to achieve best outcomes • The skills needed to work successfully in a team and to contribute to group thinking and planning • A positive approach to work, based on finding solutions to any given problem. • An ability to be flexible and creative • An ability to follow instructions accurately • An ability to use own initiative and work independently • An ability to communicate effectively with adults and children, verbally and in writing • An ability to motivate, inspire and have high expectations of pupils • An ability to work calmly under pressure, showing patience, enthusiasm, resilience, initiative, and kindness in adversity • A strong “can do” attitude • Understand and comply with procedures and legislation relating to confidentiality • Understand and comply with procedures and legislation relating to safeguarding and attendance • Demonstrate a clear commitment to develop and learn in the role • Ability to effectively evaluate own performance 	

	<p>Personal Development & Welfare:</p> <ul style="list-style-type: none">• An understanding of Child Protection and Safeguarding policies and procedures• A belief that in schools we can make a difference to the lives of young people and thereby make the world a better place• A commitment to safeguarding and promoting the welfare of children and young people• An awareness of, and commitment to equalities of opportunity and inclusion in education
	<p>Administrative/CPD:</p> <ul style="list-style-type: none">• A commitment to their own personal development and the continuing progress of the school• Effective time management and the ability to maintain a proper work-life balance• Effective use of standard IT programs such as Word, Excel and Powerpoint• An awareness of, and commitment to equalities of opportunity and inclusion in education